

**Y1 Weekly Learning Overview**  
**Week beginning 17.5.2021**

Subject	In school learning	Remote learning
<b>English</b>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Nelson Handwriting - to practise the horizontal join. M - broom T - or ore W - born Th - n/a F - morning</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Daily storytime /shared book, chosen by children for pleasure</li> <li>Focus text for RWI: <b>Group 1</b> - begin Lost</li> <li>Ext - begin Vulture Culture</li> <li><b>Group 2</b> - begin Sanjay Stays in Bed</li> <li>Group/Individual reading with levelled books/flashcards</li> </ul> <p><b>Spelling</b> New spellings: The vowel trigraphs air and are: air; fair; pair; hair; chair; bare; dare; care; share; scared</p> <p>HFW/CEW focus: M - her T - it's W - like Th - look F - off</p> <p><b>Writing</b> Sessions to provide opportunity for application of phonics and to develop sentence structure through:</p>	<p><b>Handwriting</b> Use the following link to view some practical tips on how to help your child improve their handwriting by learning how to 'get ready to write'. <a href="#">Handwriting in Year 1 (age 5–6)   Oxford Owl</a></p> <ul style="list-style-type: none"> <li>This week we will be practising the horizontal join using the letter pairs and words below:</li> <li>broom, or, ore, born, morning</li> <li>Letters should be written along/on a line with clear ascenders and descenders.</li> <li>Ask your child to explain what we mean by ascenders and descenders - Do they mimic my silly voice and actions to help us remember?!</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li><a href="#">Home reading</a></li> <li>Use the videos provided in the above link to look at Set 1, Set 2 or Set 3 Speed Sounds together with your child.</li> <li>Read the 'Fred Games' guidance to see how you can support your child if they are struggling to blend words consistently.</li> <li>Please look in your child's little yellow Speed Sounds book to see which sounds they have already covered (pages will be highlighted blue) and stick to these sounds only at home. Thank you.</li> <li>Look on the inside cover of your child's reading book to see the guidance on how to use the book to get the most out of the text.</li> <li>Practise the 'green' and 'red' words on the inside cover until your child can read them without overtly sounding out (they may still need to 'Fred in their head')</li> <li>Discuss any new or unfamiliar words</li> <li>Once confident, then begin reading the story.</li> <li>Aim for at least 3 read throughs - 1 to decode, 2 - to improve sight vocabulary and pace, 3 - to read 'like a storyteller' and fully understand what they have read.</li> <li>Finally use the suggested questions in the back of the reading book to ensure your child has fully understood what they have read. Can they find the correct page/word/phrase that answers the question? - we call this 'Find it - Prove it' in school so that children develop their retrieval skills rather than rely on their memory of what they have read.</li> </ul>

	<ul style="list-style-type: none"> <li>○ 'Hold a sentence' activities linked to RWI focus texts</li> </ul> <p><b>Wider curriculum:</b></p> <ul style="list-style-type: none"> <li>● Sentences linked to work in science on the seasons</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to share <i>any</i> stories to promote a <b>love</b> of books and reading, picking out any unusual or new words and discussing their meaning. We have these in school and call them 'WOW words' - can you keep a collection of words you like/find in a notebook?</li> <li>● Also see the reading comprehension activity on our <a href="#">Year 1 Remote Learning</a> page for additional reading material.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● Spellings this week: Vowel trigraphs 'air' and 'are'</li> <li>● air; fair; pair; hair; chair; bare; dare; care; share; scared</li> <li>● Use the words in sentences orally and/or written down</li> <li>● Write words on post it notes and hide for child to find</li> <li>● Match words to pictures</li> <li>● Create sentences using these words, but deliberately miss them out - Can your child tell you which word would fit each sentence? Can they write it down?</li> <li>● See additional activities you may wish to download too available on the Year1 Remote Learning page of the website. <a href="#">Year 1 remote Learning</a></li> <li>● HfW and CEW for the week: her; it's; like; look; off - please see the HfW activity booklet on our remote learning page too.</li> </ul> <p><b>Writing</b></p> <p>Linked to your child's reading/RWI level:</p> <p>'Hold a sentence' activities really help build children's confidence and understanding of sentence structure. Using your child's reading book as a guide to expected level, write a simple sentence together, modelling and emphasising:</p> <ul style="list-style-type: none"> <li>● Capital letters</li> <li>● Spaces between words</li> <li>● All words in the sentence</li> <li>● All sounds in each word</li> <li>● Punctuation - full stop or question mark</li> <li>● Use Think it - Say it - Write it - Check it strategy</li> </ul> <p>Once you have written the sentence for your child to see what it should look like, read it together. Point out any 'special friend' sounds (digraphs/trigraphs) or 'red' words (common exception words).</p> <p>Next hide/cover the sentence and encourage your child to write the sentence for themselves. Repeat this several times across a week, making changes to the words you use.</p> <p>If your child is confident you may start adding to the length of the sentences you use by adding additional detail through use of interesting adjectives or using conjunctions such as: and, so, but, because - to create more complex sentences.</p>
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<b>Maths</b>	<p><b>Measure - Length and Height.</b></p> <ul style="list-style-type: none"> <li>• Make doubles task</li> <li>• Make equal groups - grouping activity</li> <li>• Make equal groups - grouping task</li> <li>• Make equal groups-sharing activity</li> <li>• Make equal groups - sharing task</li> </ul>	<p>Video lessons for each of the objectives are available here. <a href="#">Multiplication and Division lessons</a></p> <p>Please note that Tuesday and Thursday sessions are practical activities only and will not require any recording. Where any recording is necessary, please use the question prompts available in the maths section on the Year 1 Remote Learning page of the website. <a href="#">Year 1 Remote Learning</a></p>
<b>Knowledge and Understanding</b>	<p><b>PSHE</b> - To understand how we can stop the spread of germs.</p> <p><b>Music</b> - Singing with Flora. Pulse and rhythm with Mr Hutchinson using hand drums and chants.</p> <p><b>Science</b> - Seasons / Summer focus</p> <ul style="list-style-type: none"> <li>• Curious Peral science girl - reason for seasons</li> <li>• Seren's Seasons - story and activities</li> <li>• BBC Bitesize - What are seasons? What is day and night?</li> </ul>	<p><b>PSHE</b> - Aim to help your child to understand how they can take responsibility for themselves with regards to things we can do to prevent the spread of germs, including hand washing and using tissues to catch sneezes. Also have a look at <a href="#">All about germs</a> for a child friendly explanation to share with your child.</p> <p><b>Music</b> - encourage your child to use their voice expressively, singing along to their favourite songs or rhymes. Can your child keep time/rhythm by tapping along to the beat of the music?</p> <p><b>Science</b> - Use the links below to share age appropriate videos that explain what seasons are and why we have day and night. Each short video has a quiz to complete too to see if your child has understood the content.</p> <p><a href="#">BBC Bitesize What are seasons?</a></p>

		<p><a href="#">BBC Bitesize What is day and night?</a></p> <p>Also see the Seren's Seasons resources on our class remote learning page. These include:</p> <ul style="list-style-type: none"> <li>• A story</li> <li>• Reading comprehension</li> <li>• Dress Seren for the weather cut and stick activity</li> <li>• Seasons writing frame</li> <li>• Seasons cloze activity</li> </ul>
<b>Physical</b>	<p><b>Daily mile</b> - practice 7 laps of the field, running, jogging, skipping or fast walk as appropriate</p> <p><b>Multiskills</b> - with Jess from NUFC Foundation</p>	<p>Encourage your child to remain active whilst not at school. Plenty of 'wiggle breaks' during the day to avoid sitting for too long.</p> <p>Daily mile - can you go for a walk, jog or run at keep active for at least one mile?</p> <p>Have a look at the resources at GoNoodle on the link below. A range of guided dance, workouts, mindfulness and yoga videos are available. You can create an account or can view a selection of the videos without an account.</p> <p><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></p> <p>This half term we will be developing our resilience, determination and growth mindset in PE as well as our fitness through multi-skills sessions. These will include challenges that involve throwing, catching, agility, balance amongst others. You can join in at home using things such as rolled up socks or a balloon as a safe alternative to a ball/beanbag in doors to develop hand-eye coordination and catching.</p>